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ABSTRACT

This learning component provides interns with insight into the dynamics of black culture and the ghetto cycle syndrome, develops positive attitudes toward black people and black culture as reflected in the behaviors of black people, and relates this knowledge and information to the understanding of other cultures. Activities within the component emphasize the black family, eco-political systems, discrimination against black people, human demoralization, and untapped resources. Two modules are presented, culture and the black family, with learning activities bibliographies, and flow charts. (MJM)

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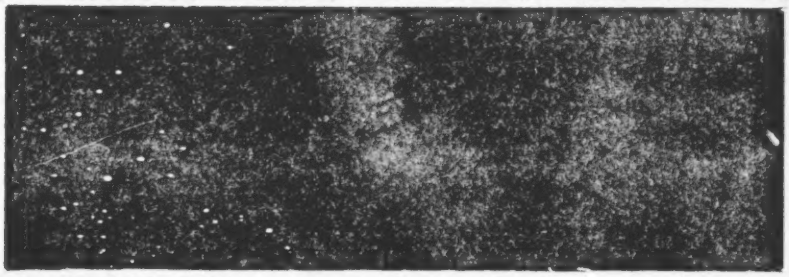
Competency-Based Teacher Education



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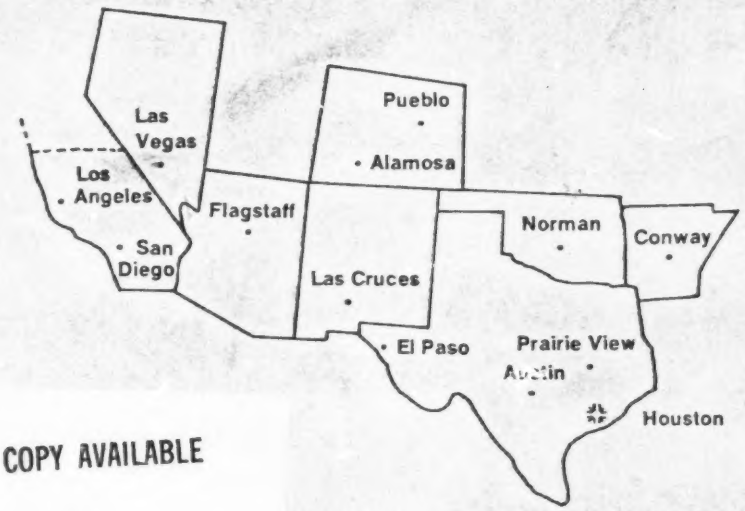

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College of Education
University of Houston
Houston, Texas

SP018 836

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THE BLACK CULTURE

GHETTO CYCLE SYNDROME

Developers:

Chochezi
Brabara Gray
William Lyons
David Noblin
March Tramble
Porter Lee Troutman, Jr.
Vida Van Brunt
Frank Watson
Joan Williams
Betty Morris, Technican Consultant
William Orman, Consultant

In cooperation with Southwest Teacher Corp Technical Assistance Center

INSTRUCTOR'S GUIDE TO THE COMPONENT: BLACK CULTURE: THE GHETTO CYCLE SYNDROME

The instructor, prior to pursuance of this component with the intern, should have a knowledge of its scope and content. This would facilitate movement through the component with a minimum of operational difficulties and provide the intern with such materials as prescribed in each module.

It is recommended that the instructor:

1. Identify those materials essential and critical to the module.
2. Identify those materials essential but not crucial to the module.
3. Identify those materials recommended as standard but not essential.
4. Read thoroughly each module to:
   a. Be cognizant of types of activities involved;
   b. Gain a degree of competency in evaluating the pre-assessment tool to be utilized;
   c. Be prepared for lectures, discussions, and conferences as prescribed;
   d. Have available to the intern the materials recommended.

This component on Black Culture requires that the

instructor gain insights into culture and then to Black Culture. It will be essential that the instructor be proficient and familiar with the content of materials to be utilized in each module, keeping in mind the terminal objective of the component and yet being aware of the human element with which he is involved.

The instructor would be wise to ascertain his attitudes towards Blackness, which is the challenge of this component on Black Culture.

COMPONENT

I. IDENTIFIERS:

A. Title: The Black Culture: Ghetto Cycle Syndrome

B. Developers:

1. Chochezi
2. Barabra Gray
3. William Lyons
4. Betty Morris
5. David Noblin
6. William Orman
7. March Tramble
8. Porter Lee Troutman, Jr.
9. Vida Van Brunt
10. Frank Watson
11. Joan Williams

C. Approximate time: - Suggested Pre-Service - 8 weeks

II. PROSPECTUS:

A. Rationale:

One of our greatest challenges as teachers in the 70's and beyond, is that of becoming competent as facilitators of learning in the area of human behavior related to culture and values. Basic to the development of skills, knowledge, and competencies in this area is that teachers just become "learners and inquirers", capable of identifying the culturally-related behaviors, problems, and issues encountered from day-to-day in the classroom and utilizing these in teaching-learning activities. The component Black Culture provides an overview of culture, with emphasis on exploring materials, experiences, methods,

and techniques which enable teachers to utilize their knowledge and understanding in motivating learning among black students as well as students of any culture.

We approach this component from the perspective that there is a Black Culture and that the teaching of Black Culture is a priority for the preparation of teachers. The teaching of Black Culture requires an Attitude towards Blackness (i.e., the Black experience in America.) For teacher effectiveness, skills, knowledge, values, plus the change of attitudes - one being equally important as the other.

B. Purpose/Goal:

The purpose of this component is to provide interns with insight into the dynamics of Black Culture and the Ghetto Cycle Syndrome, to develop positive attitudes towards Black people and Black Culture as reflected in the behaviors of Black people, and to relate this knowledge and information to the understanding of other cultures.

C. Terminal Objective:

Given the four forces of the Black Culture-Ghetto Cycle Syndrome, the intern will be competent in identifying the reparation and interrelationships of these forces in the community and demonstrate a proficiency in utilization of

these skills through application to everyday classroom situations.

D. Prerequisites:

Entry into this component is required of all interns.

Teacher effectiveness depends to a great extent upon awareness of cultures, of values, and of the diversity of these cultures and values inherent in a classroom situation - acculturation and enculturation explored as instruments for effective performance as a teacher.

The intern will enter the component. The intern will have opportunity to bypass modules within the component.

E. Overview:

(See Schematic and chart form insert)

I. Black Family

A. Family (size, structure, image)
B. Male-female role
C. Socioeconomic profile
D. Religion, Philosophy, and the Arts

II. Eco-Political Systems

A. Church
B. External control
C. Pressure groups
D. Politicians
E. Vagabond merchants (Vicitimization)
F. Employment
G. Welfare
H. Law and Order

III. Discrimination Against Black People

A. Economics
B. Education
C. Housing
D. Legalized discrimination
E. Law and justice
F. Racism

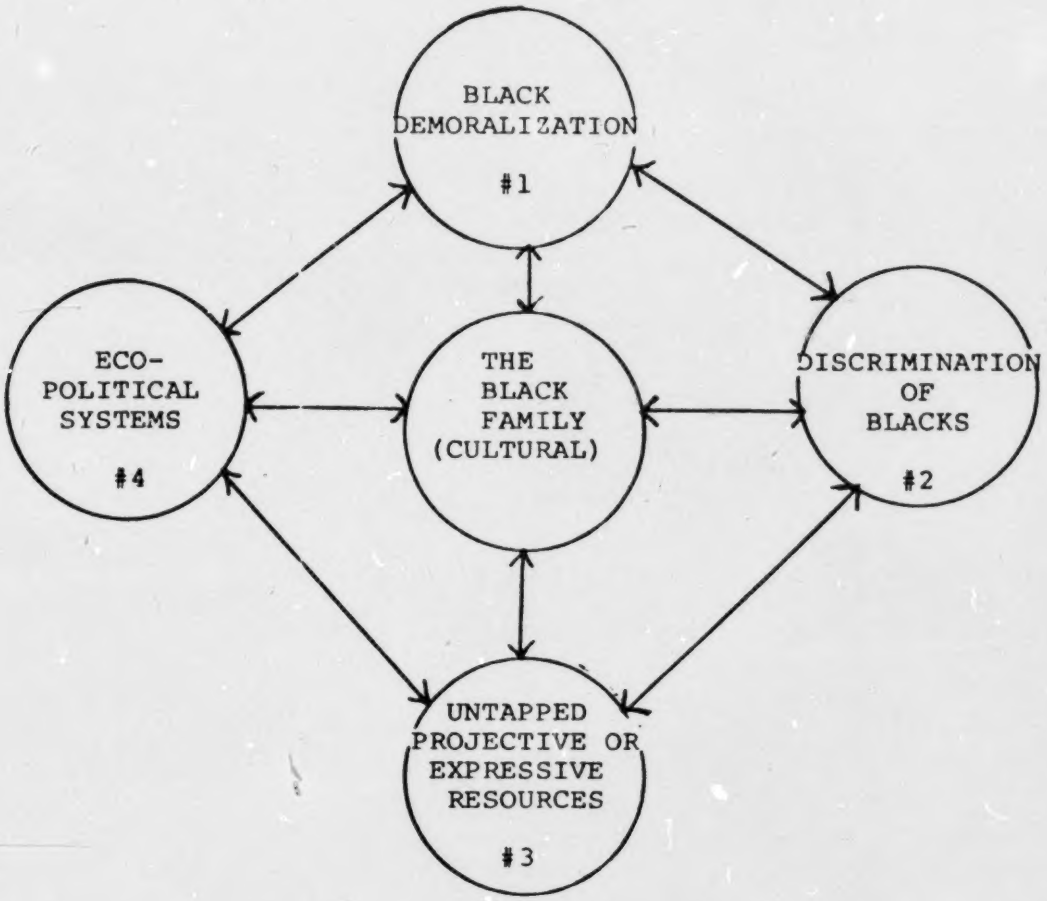
IV. Human Demoralization

A. Images
B. Physical boundaries
C. General exposure and awareness
D. Motivation (flawed)

Negative	Positive
No Identity	Communal Attitude
No Image	Extended Family
No Direction	

V. Untapped Resources

A. Consumer skills
B. Creativity
C. Nation building skills


BLACK DEMORALIZATION #1
ECO-POLITICAL SYSTEMS #4
THE BLACK FAMILY (CULTURAL)
DISCRIMINATION OF BLACKS #2
UNTAPPED PROJECTIVE OR EXPRESSIVE RESOURCES #3

Black Culture: THE GHETTO CYCLE SYNDROME

F. Flow Chart

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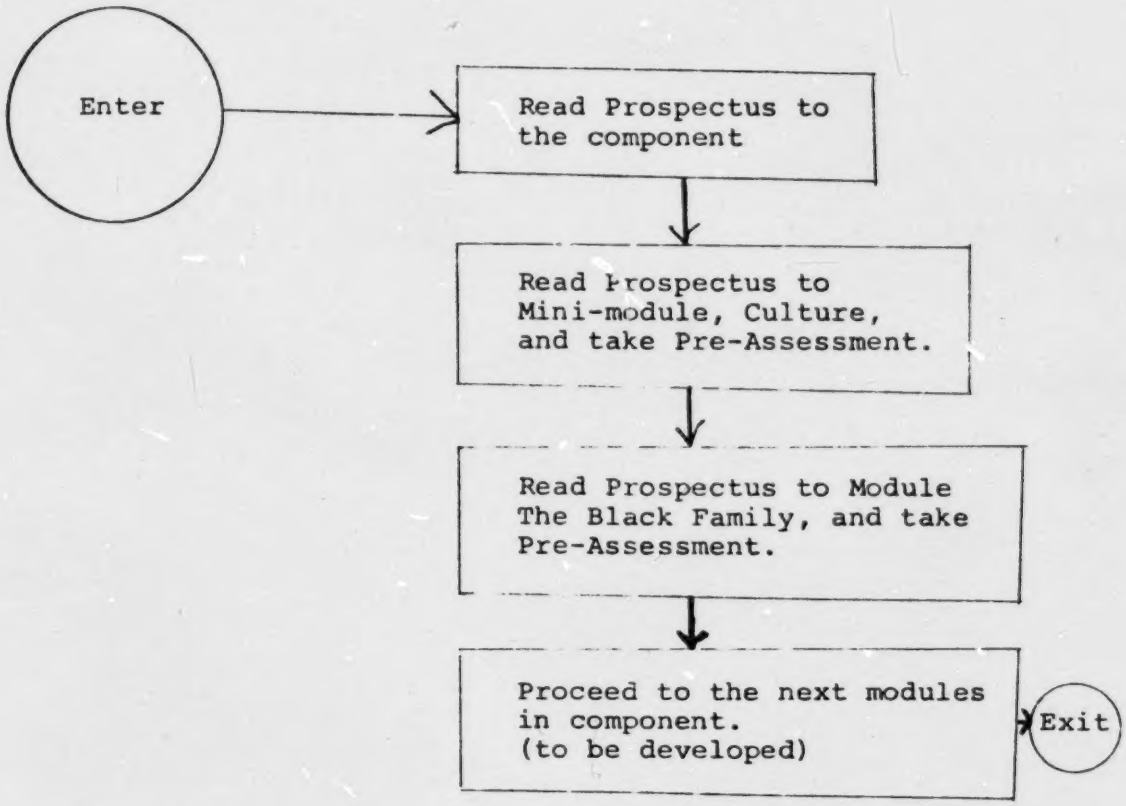

Enter
Read Prospectus to the component
Read Prospectus to Mini-module, Culture, and take Pre-Assessment.
Read Prospectus to Module The Black Family, and take Pre-Assessment.
Proceed to the next modules in component. (to be developed)
Exit

III. PRE-ASSESSMENT:

Refer to the pre-assessment of each module.

MINI-MODULE

I. IDENTIFIRES:

A. Title: Culture

B. Developers:

1. Barbara Gray
2. Betty Morris
3. William Orman
4. March Tramble
5. Porter Lee Troutman, Jr.
6. Vida Van Brunt
7. Joan Williams
8. Chochezi*
9. William Lyons*
10. David Noblin*
11. Frank Watson*

C. Approximate time: 2 week maximum

II. PROSPECTUS:

A. Rationale:

Before one can study a culture he must first acquire knowledge and understanding of what culture is and how it is transmitted. To study a particular segment of a culture, i.e., the family, one must develop an analytical scheme that will enable him to identify and classify those culturally-oriented behaviors exhibited by students in the classroom.

This mini-module is approached from the perspective that cultures vary but are in many respects similar. The mini-module provides an overview

*Contributors at initial conference only

of the elements of culture, the methods a family unit uses in transmitting, conforming, and perpetuating culture to the young. Emphasis is placed upon parent-child relationships, society, religion, surroundings (school, church, neighborhood, homes), and the economic and educational base of the family.

This mini-module, "Culture", holds priority for the preparation of interns to enter the module "The Black Family." However, an analytical scheme based on the objectives of this module is valid for the study of families of any culture.

B. Purpose:

The purpose of this mini-module is to provide the intern with an overview of the culture component with emphasis on the knowledge and information which will enable him to identify the systems and elements of culture as exemplified in behaviors observed in the classroom.

C. Terminal Objective:

Upon completion of this mini-module, the intern will demonstrate through writings and through oral discussions his competency in identifying (1) the systems of culture common to all peoples and groups, (2) knowledge of the elements of culture and how they are transmitted, and

(3) competency in identifying culturally-related behaviors which may be expressed by students in the classroom.

D. Prerequisites: NONE

E. Description:

This mini-module prepares the prospective teacher to more effectively identify the problems and issues related to culture which arise in day-to-day classroom situations and to utilize these learnings in motivating students to inquire and seek answers in this area. All interns will be required to complete this module.

F. Flow-chart (See Insert 12)

G. Steps in completing module:

1. Attend lecture.
2. Set up an analysis system.
3. Participate in group discussions.
4. Define culture.
5. View a series of films.
6. Prepare and role-play a skit.
7. Select and demonstrate one element of culture.

III. PRE-ASSESSMENT: Not Developed

IV. ENABLERS:

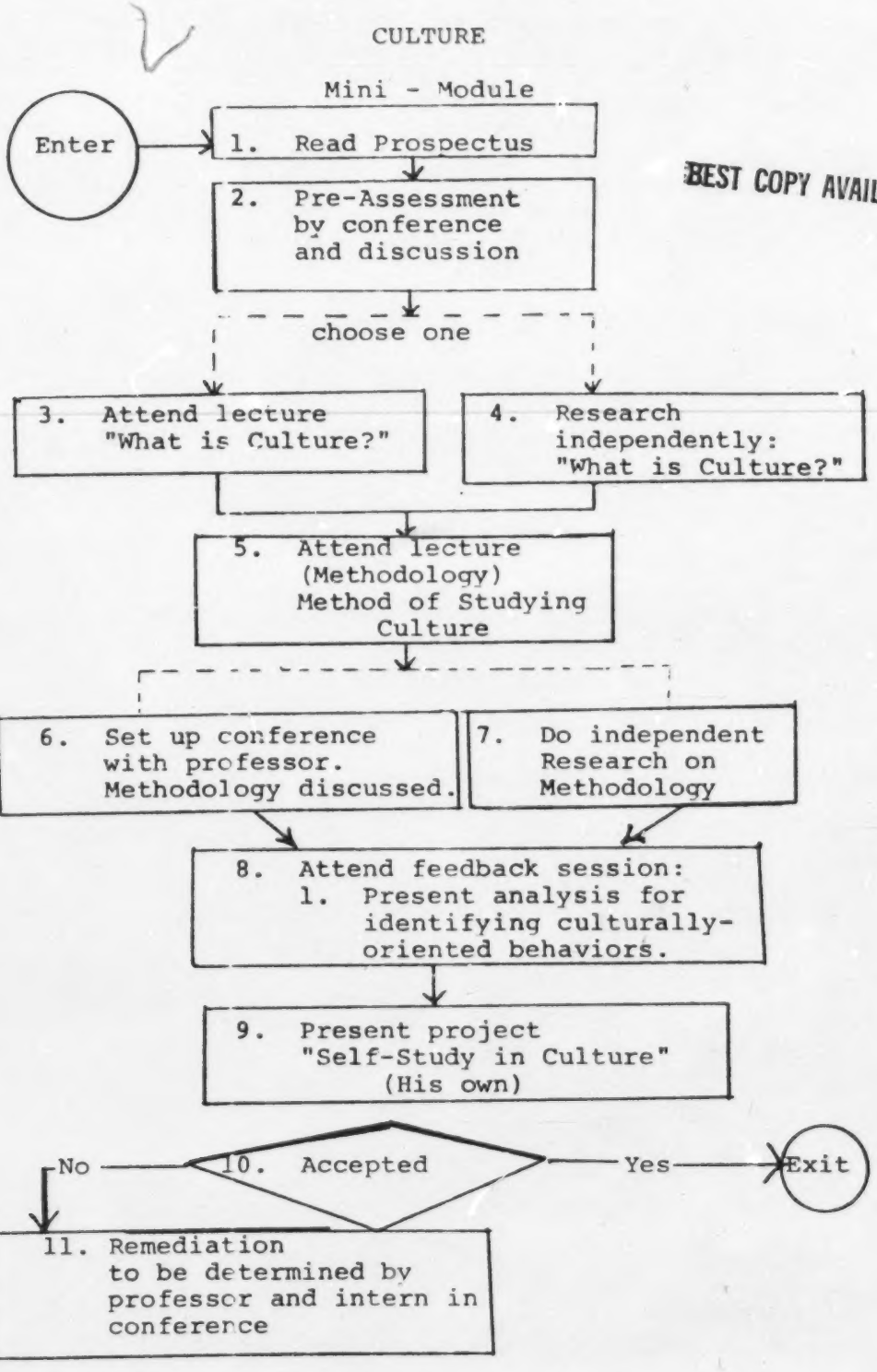
A. Objectives:

To provide an overview of culture after which the intern will:

(1) demonstrate (written or orally) knowledge of the culture component,

(2) derive his own definition of culture, and,

F. Flow Chart


CULTURE
Mini - Module
Enter
1. Read Prospectus
2. Pre-Assessment by conference and discussion
choose one
3. Attend lecture "What is Culture?"
4. Research independently: "What is Culture?"
5. Attend lecture (Methodology) Method of Studying Culture
6. Set up conference with professor. Methodology discussed.
7. Do independent Research on Methodology
8. Attend feedback session: 1. Present analysis for identifying culturally-oriented behaviors.
9. Present project "Self-Study in Culture" (His own)
10. Accepted
No
Yes
Exit
11. Remediation to be determined by professor and intern in conference

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(3) Identify and demonstrate how at least one behavior is defined by the elements of culture.

B. Activities:

1. The intern will attend a lecture and discussion on (1) the elements of culture, and (2) the methods the family unit uses in transmitting and perpetuating culture.

2. After attending a series of lectures the intern will set up an analysis system whereby he will identify the elements of culture that are exemplified in the behavior of his students.

3. The intern will participate in group discussions relative to the elements of culture he has observed in the classroom and his impressions or reactions to these observations.

4. The intern will produce in writing his definition of culture.

5. The intern will view a series of films on three selected cultures (Anglo, Chicano, and Black) to identify ways in which culture is transmitted.

6. The intern will prepare and role play a skit reflecting his own family experiences in transmitting, conforming, and perpetuating culture.

7. The intern will select one element of his own culture and demonstrate how this element is expressed by a particular behavior.

V. POST-TERMINAL EVALUATIONS:

Each intern, upon completing the mini-module, will develop and present to the team leader a criterion for analyzing and identifying culturally-oriented behaviors that are transmitted by the family.

BIBLIOGRAPHY - MINI-MODULE

To assist the intern with developing an analytical scheme the following sources are recommended:

SRSS series (Sociological Resources for the Social Studies) Readings in Sociology series: Life in Families. These series contain the following pamphlets:

1. Sociologists Look at the Family by Mirra Komarovsky
2. The Many Forms of the Family by William J. Goode
3. American Ideals of Love and Marriage by John Sirjamaki
4. The Cycle of Family Life by Paul Glick and Robert Parke
5. Romantic Love: Asian and American by George A. Theodosan
6. Who Marries Whom? from August B. Hollinshead
7. Young Marriages by Lee G. Burchinal
8. The Changing Lives of Women by Elizabeth Nottingham
9. Which Married Couples Part? from Judson T. Landis
10. Husbands and Wives: Middle-Class and Working Class, from Nathan-Hurvitz; also Mirra Komarovsky
11. The Family Chores: Country and City by Robert O. Blood, Jr.
12. The Family Circle: Country and City by Robert F. Winch
13. Parents and Children: Middle-Class and Working Class by Melvin L. Kohn
14. Social Change and Parent-Youth Conflict by Xinglsey Davis
15. Age-Mates: The World of the French Child by Tesse Pitts
16. Politics and the Rebellious Adolescent by Russel Middleton and Snell Putney
17. The High School Dropout by Lucius F. Cervantes

Bibliography (continued)

18. Planned Change: The Modern Family, in the USSR., from Robert M. and Miream Lisenwine Franklin

19. Unplanned Change: The Modern Japanese Family by Edna Cooper Masuoka.

MODULE

I. IDENTIFIERS:

A. Title: The Black Family

B. Developers:

1. Chocheezi
2. Barbara Gray
3. William Lyons
4. Betty Morris
5. David Noblin
6. William Orman
7. March Tramble
8. Porter Lee Troutman, Jr.
9. Vida Van Brunt
10. Frank Watson
11. Joan Williams
12. Cluren Richards

C. Approximate time: Suggested Pre-Service - 8 weeks

II. PROSPECTUS:

A. Rationale:

There are many assumptions and misconceptions about the Black family which need to be explored and clarified within the framework of our knowledge of culture if we are to be effective teachers of Black children. The rationale for this module could well apply to any culture; however, our emphasis is on knowledge, skills, and understanding concerning the Black culture.

The approach of this module proposes to enable persons of diverse ethnic backgrounds to utilize the knowledge and emersion in their first culture to better identify problems in the classroom which emanate from "difference" in one form

or another. This difference can be expressed through language behaviors, social group interaction, or any other areas directly related to the experience and life styles of the student involved.

Through an in-depth study of the Black family, its structure, its home, and its relationship to the general neighborhood and its prevailing attitudes towards institutions which service the family, interns will be able to identify the forces which interact to produce the so-called ghetto syndrome, where Black demoralization, discrimination against Blacks, untapped resources, and eco-political systems interact in the life of the entire family and are reflected in the behavior of the students.

B. Purpose:

The purpose of this module is to provide interns with insight into the life styles of the Black family and develop positive attitudes within the Intern toward Black people and Black culture as reflected in the dynamics and structure of the family.

C. Terminal Objective:

Once given the life styles of the Black family the Intern will demonstrate competency

in recognizing and identifying those behaviors and expressions directly related to the life styles of a Black child; to communicate effectively with Black parents in determining the child's needs as an individual; to be proficient in studying another culture different from the one of his emersion; and to utilize his knowledge of the Black family to enable students to identify and seek answers to problems related to culture in the Black family.

D. Prerequisite:

Internship in the Program.

E. Description:

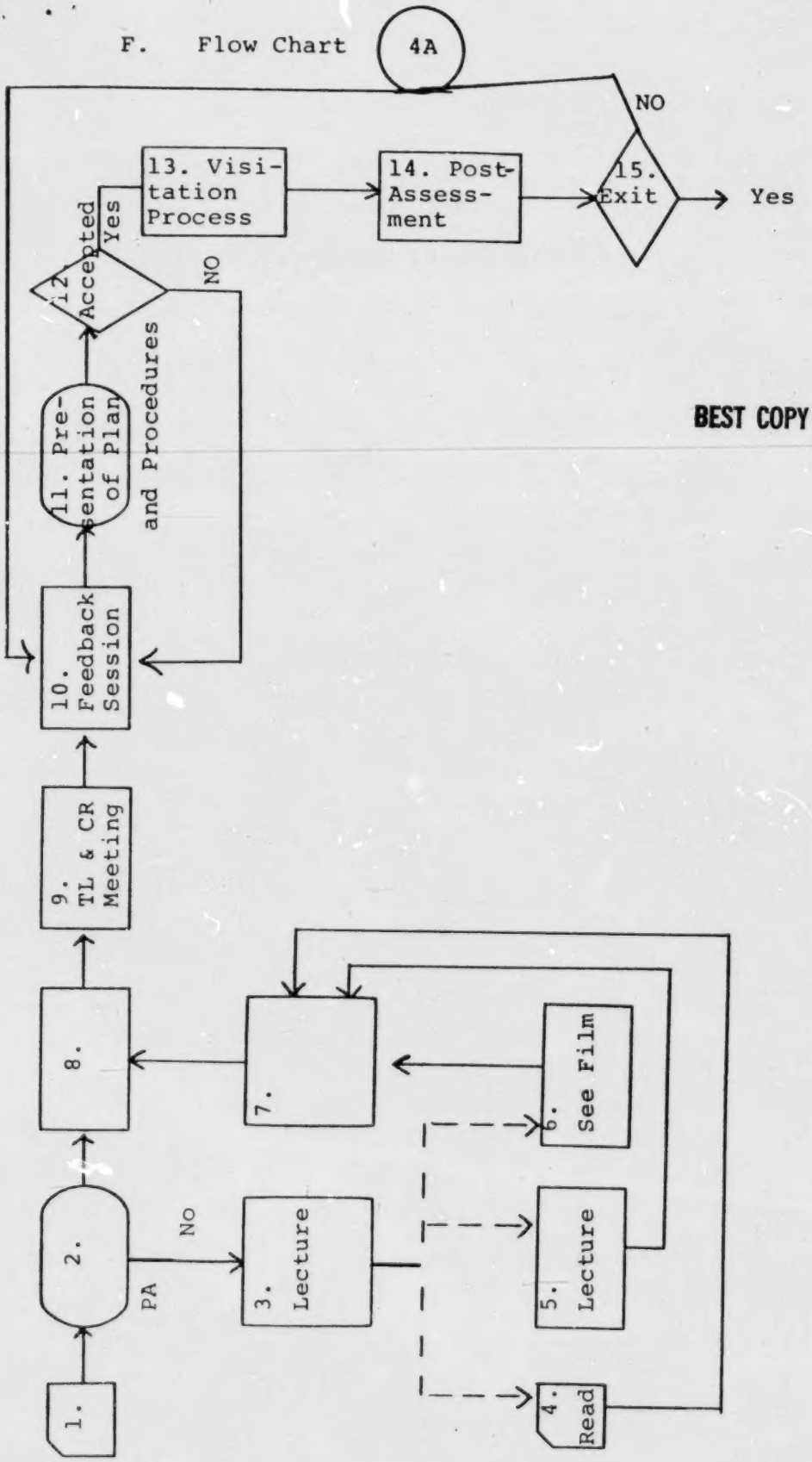
This module is one of a cluster of modules in the component Black culture: Ghetto Cycle Syndrome. This module spans the Black family -- its image, size, and structure; male-female roles; socioeconomic profile; and implications for religion, philosophy, and the arts.

F. Flow Chart: (See following page)

G. Steps in completing the module:

1. Read Prospectus
2. Pre-assessment
3. Attend lecture
4. Selected readings
5. Attend lecture
6. Attend film viewing and discussion
7. Read selected readings
8. Visit and observe in the school
9. Conference with team, team leader and community representatives

F. Flow Chart



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10. Conference for feedback
11. Intern presents procedure plan
12. Plan acceptance or rejection
13. Intern visitations are continued
14. Written in-depth study of one family
15. Post-assessment

III. PRE-ASSESSMENT: (See succeeding page)

IV. ENABLERS:

A. Objective:

Once given the four elements listed in this module (family size, structure, and image; male-female roles; socioeconomic profile; religion, philosophy, and the arts) the Intern will identify and present in writing each element as a basis for exploration in the Black community.

B. Enabling Elements:

1. Read the Prospectus thoroughly.
2. Participate in the pre-assessment.
   If the pre-assessment is passed by a score, 90% or more, confer with the professor. Enter at the eighth (8) step. If pre-assessment is not passed, begin at the first lecture -- "What is Culture?"
3. Attend lecture-discussion on "What is Culture?"
4. Read from the selected bibliography. (Refer to the bibliography provided at the end of this module).
5. Attend lecture-discussion on "Introduction to Black Culture and The Ghetto Syndrome."
6. Attend film viewing and discussion.
7. Read from the selected bibliography.
8. Visit and observe in the school for the purpose of collecting data on the Black culture.
   - 8.1 Interns will visit the school and observe interactions between the teacher and child.
   - 8.2 Observe and describe health factors that might promote negative behavior.
   - 8.3 Observe and note dress and language spoken.

PRE-ASSESSMENT FOR MODULE ON BLACK FAMILIES

Sociological Beliefs and Feelings

about The Black Family

The following is an attitude scale about family behaviors among Blacks. Complete the attitude scale by recording your reactions to each item in the scale.

1. In the Black family, the woman is the accepted head of the family.

/_____/_____/_____/_____/_____/

strongly disagree disagree uncertain agree strongly agree

2. Much of the conflict in the conflict in the Black family comes from the stress of the individuals' rights over the rights of the group.

/_____/_____/_____/_____/_____/

strongly disagree disagree uncertain agree strongly agree

3. The Black male-child develops to adulthood with a flawed self-image because he is raised in a female-dominated household.

/_____/_____/_____/_____/_____/

strongly disagree disagree uncertain agree strongly agree

4. Black children lack the initiative to succeed because there are few instances of success in the Black community.

/_____/_____/_____/_____/_____/

strongly disagree disagree uncertain agree strongly agree

5. The life style of most Black families revolves around the Black church.

/_____/_____/_____/_____/_____/

strongly disagree disagree uncertain agree strongly agree

6. There is a direct correlation between the drop-out rate of Black children and the absence of a father image in the home.

/_____/_____/_____/_____/_____/
strongly disagree disagree uncertain agree strongly agree

7. The divorce rate is higher among Blacks than Whites.

/_____/_____/_____/_____/_____/
strongly disagree disagree uncertain agree strongly agree

8. Because of the position of the Black male in the family, the male-child's image of himself is weakened and he enters adulthood with a flawed identity and damaged self-esteem.

/_____/_____/_____/_____/_____/
strongly disagree disagree uncertain agree strongly agree

9. The female-child of the Black families is overly aggressive and domineering.

/_____/_____/_____/_____/_____/
strongly disagree disagree uncertain agree strongly agree

10. The Black family lacks cohesiveness and purpose because of the image of the Black male.

/_____/_____/_____/_____/_____/
strongly disagree disagree uncertain agree strongly agree

11. Property values decrease when Black families move into neighborhoods because of their inability to provide proper upkeep and maintanence.

/_____/_____/_____/_____/_____/
strongly disagree disagree uncertain agree strongly agree

12. Large numbers of Black Families in the low socioeconomic level have a tendency toward matriarchy.

/_____/_____/_____/_____/_____/
strongly disagree disagree uncertain agree strongly agree

13. The illegitimacy rate is higher among Blacks than among whites.

/_____/_____/_____/_____/_____/

14. Most of the problems facing the Black family today are caused by factors over which Blacks have no control.

/_____/_____/_____/_____/_____/
strongly disagree disagree uncertain agree strongly agree

8.4 Visit classroom and note individualized and traditional teaching strategies.

8.5 Observe and note indicators which denote possible problem situations involving children in the classroom setting.

8.6 Observe and note available audio-visual and resource materials in the school.

9. Meet with the team, team leader, and community representatives for introduction into the community.

9.1 Tour the school area.

9.2 Identify agencies and institutions that serve families in the community and interview personnel.

9.3 Interview leaders within peer groups.

9.4 Ascertain insight into the "climate" of the community such as attitudes of community members, community power structure, accepted standards, religious practices, and socioeconomic standards.

10. Meet with the professor for feedback.

(Requied of all Interns) 10.1 Group-process sessions for self-assessment in relation to the task of family visitation; "How do I feel about what I am doing?"

(Optional) 10.2 Make appointments for conferences on special concerns.

(Optional) 10.3 Receive counseling on needs for further reading that this plan does not provide for.

Choose One

10.4 Receives camera for his use in compiling his perception of the expressions of culture noted in the community.

10.5 The intern will write his own perception of the expressions of culture noted in the community.

10.6 Discuss findings and impressions from the agency tours related to families.

11. Intern presents a plan for procedure to the faculty and staff in continuous involvement with the Black families including objectives and activities.

(Optional) 11.1 Interns could encourage the Black families to come into the school-related activities and observe their performances and interaction with students.

(Optional)

Choose One Item

11.2 Initiate a room mother project that would assist the teacher in special events.

11.3 Establishing, youth tutoring projects parent/adult educational classes, environmental education program, Early Childhood program, Saturday Schools drop-out school involving the child and his family.

11.4 Interns will encourage Black families to participate in educationally-oriented activities.

12. If the plan was not accepted, return to the professor for additional feedback and instruction. (See step 10). If the plan was accepted, proceed to step 13.
13. The intern proceeds with visitations with the five families and selects one for in-depth study in relation to culture.
14. The intern produces in writing an in-depth study of the Black family selected earlier in the module and relates it to the application of the teaching of culture in the classroom.
15. If post-assessment is accepted, exit the module.
16. Post-assessment
    Evaluation
    Exit
    Remediation agreed upon between professor, intern, and team leader.

V. POST-ASSESSMENT:

The intern will produce in writing an in-depth study of the historical, anthropological, and sociological traditional Black family concept with that of the emerging Black family using these elements for comparison:

A. Family structure, size, and image

B. Male-female roles

C. Socioeconomic profile

D. Religion, philosophy and the arts

SUGGESTED BIBLIOGRAPHIES, REFFRENCES, AND MEDIA

A. There are several complete general studies on the Black Family.

1. Drake, St. Clair, Black Metropolis, 2 volumes.

2. Clark, Kenneth, Dark Ghetto, 1965.

3. Ulf, Hannerz, Soulside.
   Reveals setting, life styles, Male and Female roles, street corner mythmaking and mainstream in the Ghetto in Culture.

4. Frazier, E. F., The Black Family in the United States, 1967.

5. Houston Post, The Black Family, July, 1971.

6. Billingsley, A., Black Families in White America, 1968.

7. Washington, Joseph R., Black Religion, 1964.

8. Urban American Series
   How a child's growth and development is influenced by factors inherited from parent.

9. Downs, F. James, Cultures in Crisis.

10. Lee, Dorothy, Freedom and Culture, 1959.

11. Schulz, A. David, Coming Up Black, 1969.

12. Involvement in Anthropology Today.

13. Venditti, P. Frederick, Solving Multi-Ethnic Problems. Participants Handbook -- Guidebook for Leaders of Small Group Discussion.
    A simulation game for Elementary and High School Teachers. University of Tennessee, 1970.

B. Periodicals

1. Ebony

2. Journal of Negro History

3. Journal of Negro Education

4. Crisis

5. Time

6. Look

7. Jet

8. Black Sports

C. Filmstrips: General History

1. Ghetto of America Series -- four filmstrips, color, sound, with manual -- $48.00
   This series of filmstrips contain 2 strips on "Anthony Lives in Watts" and 2 strips on "Jerry Lives in Harlem". These filmstrips attempt to provide viewers with an insight into life in the slums and the ghettos of America.

2. Inner-City. Simulation Laboratory SRA. Donald R. Cruickshank, The Ohio State University.

D. Films

16 mm; "Student Reaction to Racism in the Classroom", 18 minutes, color, KUHT, UH.
At the end of the 1970-71 school year, three black students from Yates High School who were in a crossover situation, rapped in an informal session about racism in the classroom.

16 mm; "Rap Session at Yates", 19 minutes, color, KUHT, UH.
In the spring of 1971, an informal rap session was held with students about the desegregated situation at Yates High School.

16 mm; "Albert", 11 minutes, color, KUHT, UH.
A 1970-71 case study of a black male elementary student from Houston's third ward.

16 mm; "The Black Church", 10 mintues, color, KUHT, UH.
Of the 22,000,000 blacks in America, 50% are Baptists. 95% of the Blacks are Protestant. So what.